

## Little Mountain Elementary

692 Mill Street  
Little Mountain, South Carolina 29075

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	269 Students	
<b>Principal</b>	Rudie Tarver	803-945-7721
<b>Superintendent</b>	Bennie Bennett	803-321-2600
<b>Board Chair</b>	Lee Attaway	803-345-7083

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
9	27	5	0	1

### IMPROVEMENT RATING

**AVERAGE**

### ADEQUATE YEARLY PROGRESS

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Good	Unsatisfactory	Yes
<b>2006</b>	Good	Average	Yes

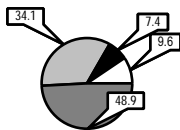
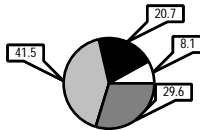
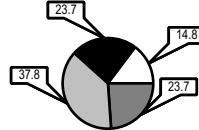
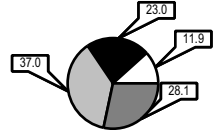
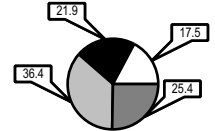
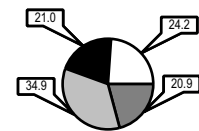
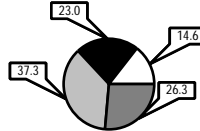
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	143	99.3	9.0	34.3	49.3	7.5	70.1	Yes	Yes
<b>Gender</b>									
Male	69	100.0	12.5	39.1	45.3	3.1	65.6	N/A	N/A
Female	74	98.6	5.7	30.0	52.9	11.4	74.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	124	99.2	5.1	33.3	53.0	8.5	73.5	Yes	Yes
African American	18	100.0	37.5	43.8	18.8	0.0	43.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	118	100.0	2.7	34.5	54.9	8.0	76.1	N/A	N/A
Disabled	25	96.0	42.9	33.3	19.0	4.8	38.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	99.3	9.0	34.3	49.3	7.5	70.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	99.3	9.0	34.6	48.9	7.5	69.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	32	100.0	18.5	40.7	37.0	3.7	51.9	I/S	I/S
Full-pay meals	111	99.1	6.5	32.7	52.3	8.4	74.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	143	99.3	7.5	41.8	29.9	20.9	68.7	Yes	Yes
<b>Gender</b>									
Male	69	100.0	10.9	32.8	29.7	26.6	70.3	N/A	N/A
Female	74	98.6	4.3	50.0	30.0	15.7	67.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	124	99.2	4.3	40.2	32.5	23.1	75.2	Yes	Yes
African American	18	100.0	31.3	56.3	12.5	0.0	18.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	118	100.0	1.8	44.2	30.1	23.9	75.2	N/A	N/A
Disabled	25	96.0	38.1	28.6	28.6	4.8	33.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	99.3	7.5	41.8	29.9	20.9	68.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	99.3	7.5	42.1	30.1	20.3	68.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	32	100.0	18.5	59.3	18.5	3.7	29.6	I/S	I/S
Full-pay meals	111	99.1	4.7	37.4	32.7	25.2	78.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	143	100.0	14.8	37.8	23.7	23.7	47.4
<b>Gender</b>							
Male	69	100.0	12.5	35.9	28.1	23.4	51.6
Female	74	100.0	16.9	39.4	19.7	23.9	43.7
<b>Racial/Ethnic Group</b>							
White	124	100.0	11.0	35.6	27.1	26.3	53.4
African American	18	100.0	43.8	56.3	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	118	100.0	10.6	37.2	25.7	26.5	52.2
Disabled	25	100.0	36.4	40.9	13.6	9.1	22.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	100.0	14.8	37.8	23.7	23.7	47.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	100.0	14.9	38.1	23.9	23.1	47.0
<b>Socio-Economic Status</b>							
Subsidized meals	32	100.0	40.7	48.1	7.4	3.7	11.1
Full-pay meals	111	100.0	8.3	35.2	27.8	28.7	56.5

<b>Social Studies</b>							
All Students	143	100.0	11.9	37.0	28.1	23.0	51.1
<b>Gender</b>							
Male	69	100.0	10.9	29.7	35.9	23.4	59.4
Female	74	100.0	12.7	43.7	21.1	22.5	43.7
<b>Racial/Ethnic Group</b>							
White	124	100.0	9.3	35.6	31.4	23.7	55.1
African American	18	100.0	31.3	50.0	6.3	12.5	18.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	118	100.0	8.8	35.4	31.0	24.8	55.8
Disabled	25	100.0	27.3	45.5	13.6	13.6	27.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	100.0	11.9	37.0	28.1	23.0	51.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	100.0	11.9	37.3	28.4	22.4	50.7
<b>Socio-Economic Status</b>							
Subsidized meals	32	100.0	33.3	51.9	7.4	7.4	14.8
Full-pay meals	111	100.0	6.5	33.3	33.3	26.9	60.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	48	100.0	8.3	31.3	47.9	12.5	60.4
	4	47	100.0	8.7	43.5	47.8	0.0	47.8
	5	51	100.0	9.8	41.2	43.1	5.9	49.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	46	100.0	4.7	23.3	65.1	7.0	72.1
	4	49	98.0	17.8	37.8	40.0	4.4	44.4
	5	48	100.0	4.3	41.3	43.5	10.9	54.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	48	100.0	10.4	47.9	35.4	6.3	41.7
	4	47	100.0	19.6	47.8	19.6	13.0	32.6
	5	51	100.0	9.8	39.2	17.6	33.3	51.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	46	100.0	7.0	39.5	32.6	20.9	53.5
	4	49	98.0	11.1	42.2	26.7	20.0	46.7
	5	48	100.0	4.3	43.5	30.4	21.7	52.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	48	100.0	18.8	52.1	18.8	10.4	29.2
	4	47	100.0	15.2	34.8	30.4	19.6	50.0
	5	51	100.0	13.7	33.3	21.6	31.4	52.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	46	100.0	16.3	44.2	30.2	9.3	39.5
	4	49	100.0	19.6	32.6	30.4	17.4	47.8
	5	48	100.0	8.7	37.0	10.9	43.5	54.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	48	100.0	4.2	31.3	33.3	31.3	64.6
	4	47	100.0	2.2	39.1	34.8	23.9	58.7
	5	51	100.0	9.8	41.2	21.6	27.5	49.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	46	100.0	2.3	41.9	32.6	23.3	55.8
	4	49	100.0	15.2	37.0	32.6	15.2	47.8
	5	48	100.0	17.4	32.6	19.6	30.4	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 269)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.5%	100.0%
Retention rate	1.5%	Up from 0.7%	1.7%	2.8%
Attendance rate	97.1%	No change	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	No change	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	No change	0.5%	0.0%
Eligible for gifted and talented	20.5%	Down from 25.3%	21.2%	10.4%
On academic plans	18.6%	N/AV	22.2%	33.6%
On academic probation	12.2%	N/AV	1.0%	1.0%
With disabilities other than speech	6.8%	Down from 7.3%	6.0%	7.5%
Older than usual for grade	0.4%	No change	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	38.1%	Up from 36.8%	56.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 88.4%	89.4%	87.3%
Teacher attendance rate	95.1%	Down from 96.1%	95.4%	94.9%
Average teacher salary	\$39,450	Up 2.3%	\$43,323	\$42,485
Prof. development days/teacher	22.2 days	Up from 11.7 days	11.8 days	13.3 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	4.5	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 16.0 to 1	19.8 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 91.7%	91.0%	89.7%
Dollars spent per pupil*	\$6,567	Up 11.9%	\$6,119	\$6,557
Percent of expenditures for teacher salaries*	63.5%	Down from 65.4%	66.2%	64.0%
Percent of expenditures for instruction*	66.5%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	9.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Little Mountain Elementary is located in the southeastern section of Newberry County. Our school serves 278 students, kindergarten through fifth grade. Math and science programs are enriched with hands-on activities from sources such as FOSS, AIMS, and GEMS. A balanced literacy approach emphasizing phonemic awareness, phonics, reading comprehension, vocabulary and word study, and fluency is used in K -5th grade to teach reading. Trade books, Accelerated Reader, and computer programs enhance learning across the curriculum for all students. A publishing center and the use of rubric assessments have helped improve students writing.

Some accomplishments are as follows:

LME students scored 63.4% proficient/advanced on ELA and 64.1% in Math PACT;

LME is accredited by Southern Associations of Colleges and Schools;

LME students read 38,460 library books this school year and earned 15,919.2 points by passing Accelerated Reader test;

LME students and faculty raised over \$4,000 for Leukemia Society, Relay for Life, and St. Jude's Math-A-Thon;

LME faculty participated in monthly book study to enhance their practice;

LME teachers received funded grants for classroom supplies and equipment;

LME utilizes a comprehensive developmental guidance and counseling program that promotes and enhances the total learning process.

Most teachers hold advanced degrees while others are working toward this goal. Two teachers have completed National Board Certification.

Teachers have participated in many professional development opportunities in a variety of areas. Among them was a yearlong book study club in which they will continue to participate over the course of the next school year. These professional reading study groups provide opportunities for teachers to generate conversations related to applying best practices across the grade levels.

Our faculty has worked diligently to enable our students to enjoy and appreciate the arts through field trips, assemblies, and community involvement. Students participated in many school-to-work activities. Parents and community members further educated students by sharing experiences about their jobs during career fair. Our school's slogan, "Where Learning is Always in Bloom," reminds our students that learning never stops. Little Mountain Elementary School, PTO, and the community work hard to keep our students continuously learning.

Rudie Tarver, Principal

Jackie Swindler, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	20	47	36
<b>Percent satisfied with learning environment</b>	88.9%	97.9%	97.1%
<b>Percent satisfied with social and physical environment</b>	85.0%	95.5%	94.3%
<b>Percent satisfied with school-home relations</b>	100.0%	95.7%	88.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.